# Hidden Hills Elementary School

## 2010-2011 School Accountability Report Card

**Ken Nelson, Principal**

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## Principal's Message

I am pleased to have the opportunity to introduce you to the Annual School Accountability Report Card for Hidden Hills Elementary School. In accordance with Proposition 98, every school in California is required to issue an annual report to the community. It is a pleasure to tell you more about our school programs, our vision and goals, and the wonderful collaboration in place among staff, students, parents, and community members to make Hidden Hills the best. Though we are a relatively new school (established in August 2004), we are already known for our high standards for student achievement and for our success in helping children to be well-rounded and productive future citizens. Hidden Hills takes pride in its already-established reputation of excellence of providing a positive, caring, and nurturing environment where students and staff are encouraged to do their best. Our highly qualified staff is enthusiastic and energetic and work collaboratively with parents and community volunteers to ensure that every child as needs are being met. This collaboration among teachers, support staff, parents, and community is the foundational base of our exceptional learning environment. We also have an exceptionally strong relationship with the City of San Ramon and our on-site daycare provider (The Growing Room). Together they offer before and after daycare as well as enrichment classes for those who wish to participate. Our diverse population is the source of many opportunities for learning more about the world as cultures, beliefs, and customs. Student learning is enhanced because Hidden Hills is committed to empowering its staff and students with the technological tools to assist them in becoming information users. Together with strong parent and community support, we are constantly adding to the number of opportunities that are available for students both in the classroom and outside the classroom. We have much to be proud of as we continue to provide a balanced, quality education to all our students. We welcome volunteers and visitors and invite you to share your talents with our students.

Ken Nelson
(knelson@srvusd.net)

## Mission Statement

**Hidden Hills Vision**

Hidden Hills is the best elementary school for students and a great school for staff and others in the HH community.

**Mission Statement**

ABCs of Hidden Hills:

*A*ctively promote an environment where people are safe, positive, and respectful.

*B*uild a sense of pride in our school by creating enthusiasm and actively supporting each person to achieve success academically, artistically, and athletically.

*C*ultivate a community that involves students, staff members, and families in all aspects of learning.

## Data Sources

Data within the SARC was provided by San Ramon Valley Unified School District, retrieved from the 2010-11 SARC template, located on Dataquest (http://data1.cde.ca.gov/dataquest), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

## School Profile

Hidden Hills Elementary School opened in August 2004, the second developer built school in the Dougherty Valley of San Ramon. It is located in a rapidly growing residential community of primarily single family dwellings. The homes in our area are less than eight years old. Our students are very ethnically diverse. Most families are from upper middle class incomes, with two working, well-educated parents in the household. Parents place a high value on education and support our schools' efforts to provide an exemplary learning environment. They provide financial support, volunteer time, committee leadership, and professional services. Less than one percent of our students come from low income families as determined by the free and reduced lunch count. Thirty-six full time and eight part time teachers, two full time administrators, a teacher on special assignment and eleven paraeducators provide the educational program in self-contained classrooms for 1,080 kindergarten through grade five students. Our school offers an academic program for all levels of student abilities.

| Student Enrollment by Ethnic Group | |
|---|---|
| 2010-11 | |
| | Percentage |
| African American | 1.2% |
| American Indian | 0.1% |
| Asian | 59.7% |
| Filipino | 6.5% |
| Hispanic or Latino | 4.8% |
| Pacific Islander | 0.1% |
| White | 19.2% |
| Two or More | 8.4% |
| None Reported | - |

## Discipline & Climate for Learning

Hidden Hills Elementary has developed an effective behavior support program designed to provide consistency, safety and a positive climate throughout the school. Teachers use Second Step Violence Prevention materials in all classrooms; "Talk It Out" conflict resolution is also widely used. As a positive reward for following our school motto there are "Soaring Hawk" tickets. Students at each grade level are highlighted and given a certificate for being a role model. We partner with the City of San Ramon to offer the Character Counts program for all grades with a special focus on fifth grade. Through this program the City assigns a police officer to the school to be our liaison with the police department and give students and staff the feeling that one individual is our school resource officer. Students are expected to be respectful and responsible, and staff models these behaviors in all settings around the school. Student recognition is ongoing within the classrooms. Teachers provide frequent praise and rewards for excellent citizenship and academic performance. This positive approach supports academic success and helps students develop responsibility for themselves and others. The school handbook is annually revised and posted to the website. Homework is a fundamental part of the learning process which helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child.

| Suspensions & Expulsions | | | | | | |
|---|---|---|---|---|---|---|
| | School | | | District | | |
| | 08-09 | 09-10 | 10-11 | 08-09 | 09-10 | 10-11 |
| Suspensions | 5 | 4 | 5 | 966 | 1086 | 940 |
| Suspension Rate | 0.6% | 0.4% | 0.5% | 3.6% | 3.9% | 3.2% |
| Expulsions | 0 | 0 | 0 | 17 | 8 | 14 |
| Expulsion Rate | 0.0% | 0.0% | 0.0% | 0.1% | 0.0% | 0.0% |

## Enrollment By Grade

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, students who attend school on a regular basis and are on time are more likely to be academically successful. Attendance and punctuality are emphasized so that the continuity of the educational program can be maintained. Our staff carefully monitors student attendance to identify those students exhibiting excessive absences and offers assistance when necessary.

This chart illustrates the enrollment trend by grade level for the past 3 school years.

| Enrollment Trend by Grade Level | | | |
|---|---|---|---|
| | 2008-09 | 2009-10 | 2010-11 |
| K | 160 | 158 | 182 |
| 1st | 151 | 183 | 182 |
| 2nd | 150 | 165 | 182 |
| 3rd | 150 | 165 | 182 |
| 4th | 122 | 150 | 167 |
| 5th | 122 | 120 | 168 |

## Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students may receive assistance in the classroom from other paraprofessionals. The type of "para" differs from site to site, depending on grade level, need, funding and staff discretion. SRVUSD schools, in varying degrees, also have the benefit of parent volunteers on campus, in the classroom, and for extracurricular activities such as field trips.

The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

| Class Size Distribution | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Classrooms Containing: | | | | | | | | |
| | Average Class Size | | | 1-20 Students | | | 21-32 Students | | | 33+ Students | | |
| | 09 | 10 | 11 | 09 | 10 | 11 | 09 | 10 | 11 | 09 | 10 | 11 |
| By Grade Level | | | | | | | | | | | | |
| K | 18 | 21 | 26 | 9 | 3 | - | - | 5 | 7 | - | - | - |
| 1 | 19 | 22 | 26 | 9 | 2 | - | - | 7 | 7 | - | - | - |
| 2 | 19 | 22 | 26 | 8 | - | - | - | 8 | 8 | - | - | - |
| 3 | 19 | 22 | 26 | 8 | - | - | - | 8 | 8 | - | - | - |
| 4 | 31 | 30 | 30 | - | - | - | 4 | 5 | 6 | - | - | - |
| 5 | 31 | 30 | 31 | - | - | - | 4 | 4 | 5 | - | - | - |

## Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Hidden Hills Elementary office at 925 479-3800 or visit our website at www.hhes.schoolloop.com.

The principal, Ken Nelson, can be reached via email at knelson2@srvusd.net.

## Staff Development

We are strongly committed to professional development in San Ramon Valley Unified School District and at Hidden Hills in particular. Our primary goal of professional development is to create a learning environment for teachers and staff where all educators model lifelong learning and work to continually improve his or her skills. There are many opportunities for staff development throughout the school year, during the summer, and weekends. All of our teachers have been trained in San Ramon Reading and Writing Project to implement Reading and Writing Workshop strategies in all grades. We have also trained all teachers in Second Step Violence Prevention to ensure a total commitment to a nationally validated conflict resolution program for all students in all grades. Additionally, staff has participated in extensive staff development to take advantage of the many technology applications we have available for staff and students. We have also offered a number of staff development opportunities to paraeducators, particularly in the area of special education. Staff development includes district-offered programming, site-designed programming, and individually-designed programming. We are committed to professional development linking to and focusing on student learning. To this end, professional development opportunities focus on standards-aligned curriculum and instruction, expand the knowledge base and skills of educators to meet the diverse needs of students, and promote dialogue and reflection among the professionals on campus.

## Counseling & Support Staff

It is the goal of our elementary school to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

The table lists the support service personnel available at Hidden Hills Elementary.

| Counseling & Support Services Staff | | |
|---|---|---|
| | Number of Staff | Full Time Equivalent |
| Assistant Principal | 1 | 1.0 |
| Band/Music Director | 1 | 0.17 |
| Computer Teacher | 1 | 0.567 |
| Instructional Paraeducator | 9 | 3.9875 |
| Library Media Assistant | 1 | 1.0 |
| Music Teacher | 1 | 0.579 |
| Noon Duty Aides | 5 | 0.75 |
| Nurse | 1 | 0.2 |
| Other Support Services | 2 | 0.675 |
| P.E. Aide | 1 | .335 |
| Physical Education Teacher | 1 | 1.089 |
| Psychologist | 1 | 0.3 |
| Resource Specialist | 1 | 1.0 |
| Resource Specialist Assistant | 1 | 0.625 |
| Speech Therapist | 1 | 1.0 |
| Teacher on Special Assignment | 1 | .5 |
| Technology Support Providers | 1 | 0.095 |

## Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers.

| Teacher Credential Status | | | | |
|---|---|---|---|---|
| | School | | | District |
| | 08-09 | 09-10 | 10-11 | 10-11 |
| Fully Credentialed | 44 | 42 | 45 | 1215 |
| Without Full Credentials | 0 | 0 | 0 | 2 |
| Working Outside Subject | 0 | 0 | 0 | 6 |

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

| Misassignments/Vacancies | | | |
|---|---|---|---|
| | 09-10 | 10-11 | 11-12 |
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Misassignments of Teachers (other) | 0 | 0 | 0 |
| Total Misassignments of Teachers | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

## Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

| NCLB Compliant Teachers | | |
|---|---|---|
| | % of Core Academic Courses Taught By NCLB Compliant Teachers | % of Core Academic Courses Taught By Non-NCLB Compliant Teachers |
| School | 100.0% | 0.0% |
| District | 98.8% | 1.2% |
| High-Poverty Schools in District | 0.0% | 0.0% |
| Low-Poverty Schools in District | 0.0% | 0.0% |

## Science Lab Equipment

All schools in the district stock an adequate supply of equipment for the students. Inventory may include, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and some sort of heating device. For more information, please call the school office.

## Additional Internet Access/Public Libraries

For additional research materials and Internet availability on campus and in the home, students are encouraged to visit the public libraries located in the cities of Danville and San Ramon, or any of the Contra Costa County libraries, all of which contain numerous computer workstations. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## Parent Involvement

At Hidden Hills Elementary, we are fortunate to have strong community support through the Parent Teachers Association (PTA), the Hidden Hills Hawks Education Fund (fundraising), many corporate sponsors, and a substantial amount of active parent involvement in the classroom. PTA supports our school by providing parent education, legislative information, and a huge corps of parent volunteers for community building events such as Family Fun Night, movie night, family dances, fall carnival, talent show, and registration. PTA holds a few fund raisers. Book fairs and cookie dough sales provide additional funds for library books, school field trip scholarships, assemblies, and special events. The Hawks Education Fund handles the bulk of our fundraising for the school. The fall registration donation campaign, a jog-a-thon, a spring Hawk'tion (dinner/auction), eScrip, and corporate matching raise substantial amounts of money to fund additional programs and services for students. Students at Hidden Hills receive additional instruction from certificated teacher specialists in vocal and instrumental music, art, technology, and physical education. The library media specialist's funding is matched by Hawks Fund which allows all students weekly visits. There are paraeducators (classroom assistants) in all grade levels. The Hawks Fund supports Reading and Writing Workshop implementation with the purchase of thousands of dollars of classroom library books. The City of San Ramon holds enrichment classes on our campus with three different sessions throughout the school year; there are classes in sports, performing and visual arts, science, writing, chess, cooking, and other areas that parents/students request. The Growing Room provides on-site daycare from 6:30 AM to 6:30 PM to school age children both during the school year and during vacations or school recesses. We have many community partners who provide us with grant opportunities to enhance our academic programs. Major supporters are Chevron, Fuel Your School, Donors Choose, San Ramon Valley Education Fund (SRVEF), and Sunset Development Company. Daily we have nearly as many parent volunteers on campus as there is staff. They assist us in the classroom, in the library, on the playground, and from home to help students to benefit from a wide variety of adults all committed to helping them to be successful.

For additional information about organized opportunities for parent involvement at Hidden Hills Elementary School, please contact Arlene Siu (PTA) and Stephanie Demeter(Hawks Education Fund) at hhespta@gmail.com; stephanie.demeter@gmail.com

## Instructional Materials

Standards-aligned and Board of Education-approved textbooks and instructional materials are available to all students including English learners and special needs students to use in the classroom and to take home to complete required homework assignments. SRVUSD curriculum adoptions are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the following areas: reading/language arts; mathematics; science, including grades 9-12 science laboratory equipment; history/social science; and world languages. Health curriculum was adopted in 2006, and the Social Studies curriculum in 2006-07. We completed the Science adoption in 2007-08. New Math materials were implemented into the classroom curriculum in the fall of 2009.

SRVUSD held a public hearing on October 18, 2011 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*.

The table displays information collected in October, 2011 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Please refer to Textbooks and Instructional Materials on the district website http://srvusd.net/cms/resources?d=x&folder_group_id=1276351828080&group_id=1276351828080&id=1276351828183 or the link at the bottom of the chart below for a complete list of SRVUSD textbooks and literature selections for the 2011-12 school year.

| District-Adopted Textbooks | | | | | |
|---|---|---|---|---|---|
| Grade Levels | Subject | Publisher | Adoption Year | Sufficient | % Lacking |
| K-5 | History/Social Studies | Pearson Scott Foresman | 2006 | Yes | 0.0% |
| K-5 | Mathematics | Scott Foresman | 2009 | Yes | 0.0% |
| K-5 | Reading/ Language Arts | Houghton Mifflin | 2003 | Yes | 0.0% |
| K-5 | Science | MacMillian/ McGraw Hill- California Vistas | 2008 | Yes | 0.0% |

*For a complete list, visit http://www.axiomadvisors.net/livesarc/files/07618040102566Textbooks_1.pdf*

## Safe School Plan

Hidden Hills Elementary is committed to the safety and security of each student. To maintain the conditions which contribute to the best possible learning environment and ensure the safety of students and school personnel, the school safety committee has created a comprehensive Disaster Preparedness Plan. Emergency drills are held once a month and evaluated for effectiveness. These drills include procedures for fire, earthquake, stranger danger, and shelter in place. The PTA elects a school safety liaison whose job it is to coordinate volunteers to prepare fully stocked classroom first aid kits and emergency backpacks. The school maintains a trailer containing emergency supplies for the entire school. Hidden Hills provides compiled school crime information each month for the California Safe School Assessment as mandated by the State of California. All school employees are required by law to report any cases of suspected child abuse or child neglect. Reports are investigated by the Department of Social Services to determine if any follow-up on the report is necessary. Hidden Hills strictly adheres to district policies which prohibit harassment or discrimination of any kind. Hidden Hills believes that a safe and orderly environment is necessary to ensure a positive learning experience for all students. Ongoing supervision is the core of creating and maintaining a safe and orderly environment. Staff and parent volunteers continually supervise and interact with students to reinforce behavioral expectations and safety standards.

Date of Last Review/Update: September 2011

Date Last Reviewed with Staff: September 2011

## School Facilities

Hidden Hills Elementary School is a safe and secure campus where students, staff, and families work together to build a community of learners. The school opened in August 2004, the second developer built school in the Dougherty Valley of San Ramon. The up-to date facilities includes six classroom wings of 40 self contained classrooms, one portable classroom, a library media center, computer lab, two science labs, and a large multipurpose room with an instructional platform for music instruction. We are a fully gated campus. Adjacent to our campus is the on-site childcare building and portable classroom for before and after school daycare. The school and the City of San Ramon collaborate to provide the students and the residents a large park as well as a spacious playground with swings, slides and play equipment, as well as grassy fields for running, sports, and games. In the evenings and during the day, a team of two full-time and one part-time custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe. The City maintains the park grounds and public access restrooms on the school site. Our beautifully landscaped grounds are maintained through a district employee.

*Maintenance and Repair:*

District maintenance staff ensures that the work necessary to keep the school in good repair is completed in a timely manner. A work order process is used to ensure efficient prioritization and repair service. (Highest priority is given to safety items and emergency repairs.)

*Deferred Maintenance*

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar–for–dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

For the 2010-11 school year the district allocated $1,204,292 to deferred maintenance, representing .55% of the district's general fund budget. District-wide projects included painting, paving, roofing, flooring, heating, ventilation, air conditioning upgrade and general repairs.

| School Facility Conditions | | | | |
|---|---|---|---|---|
| Date of Last Inspection: 09/23/2011 | | | | |
| Overall Summary of School Facility Conditions: Exemplary | | | | |
| Items Inspected | Facility Component System Status | | | Deficiency & Remedial Actions Taken or Planned |
| | Good | Fair | Poor | |
| Systems (Gas Leaks, Mech/ HVAC, Sewer) | X | | | |
| Interior | X | | | |
| Cleanliness (Overall Cleanliness, Pest/Vermin Infestation) | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains | X | | | |
| Safety (Fire Safety, Hazardous Materials) | X | | | |
| Structural (Structural Damage, Roofs) | X | | | |
| External (Grounds, Windows, Doors, Gates, Fences) | X | | | |

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

*Statewide Rank:* Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

*Similar Schools Rank:* Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

| API School Results | | | |
|---|---|---|---|
| | 2008 | 2009 | 2010 |
| Statewide | 10 | 10 | 10 |
| Similar Schools | 8 | 9 | 9 |
| Group | 08-09 | 09-10 | 10-11 |
| All Students at the School | | | |
| Actual API Change | 12 | 5 | -3 |
| Asian | | | |
| Actual API Change | 14 | 13 | - |
| White | | | |
| Actual API Change | 15 | 4 | -19 |
| English Learners | | | |
| Actual API Change | - | 23 | -10 |

| Growth API | | | | | | |
|---|---|---|---|---|---|---|
| | School | | District | | State | |
| | Number of Students | Growth Score | Number of Students | Growth Score | Number of Students | Growth Score |
| All Students at the School | 691 | 976 | 22,060 | 922 | 4,683,676 | 778 |
| Asian | 420 | 994 | 5,619 | 974 | 398,869 | 898 |
| Filipino | 44 | 965 | 651 | 920 | 123,245 | 859 |
| Hispanic or Latino | 36 | 934 | 1,819 | 868 | 2,406,749 | 729 |
| White | 119 | 953 | 11,940 | 911 | 1,258,831 | 845 |
| Two or More Races | 62 | 931 | 1,464 | 919 | 76,766 | 836 |
| English Learners | 122 | 973 | 1,599 | 906 | 1,521,844 | 707 |
| Students with Disabilities | 29 | 793 | 1,851 | 736 | 521,815 | 595 |

# California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/ language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

| California Standards Test (CST) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Subject | School | | | District | | | State | | |
| | 2009 | 2010 | 2011 | 2009 | 2010 | 2011 | 2009 | 2010 | 2011 |
| English/Language Arts | 94 | 92 | 93 | 83 | 83 | 84 | 50 | 52 | 54 |
| Mathematics | 96 | 96 | 95 | 76 | 78 | 78 | 46 | 48 | 50 |
| Science | 94 | 96 | 93 | 86 | 85 | 88 | 50 | 53 | 56 |
| History/Social Science | * | * | * | 78 | 78 | 81 | 41 | 44 | 48 |

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

| California Standards Test (CST) | | | | |
|---|---|---|---|---|
| Subgroups | | | | |
| Subject | English/ Language Arts | Mathematics | Science | History/ Social Science |
| District | 84 | 78 | 88 | 81 |
| School | 93 | 95 | 93 | * |
| African American/ Black | * | * | * | * |
| American Indian | * | * | * | * |
| Asian | 96 | 98 | 95 | * |
| Filipino | 91 | 93 | * | * |
| Hispanic or Latino | 86 | 83 | * | * |
| Pacific Islander | * | * | * | * |
| White | 91 | 92 | 91 | * |
| Males | 90 | 95 | 93 | * |
| Females | 96 | 96 | 94 | * |
| Socioeconomically Disadvantaged | * | * | * | * |
| English Learners | 80 | 84 | * | * |
| Students with Disabilities | 59 | 73 | * | * |
| Migrant Education | * | * | * | * |
| Two or More Races | * | * | * | * |

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

# Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

| Federal Intervention Programs | | |
|---|---|---|
| | School | District |
| Program Improvement (PI) Status | Not in PI | Not in PI |
| First Year in PI | - | - |
| Year in PI (2011-12) | - | - |
| # of Schools Currently in PI | - | 0 |
| % of Schools Identified for PI | - | 0.00% |

## Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

| Adequate Yearly Progress (AYP) | | | | |
|---|---|---|---|---|
| | School | | District | |
| Made AYP Overall | Yes | | No | |
| Met AYP Criteria | English - Language Arts | Mathematics | English - Language Arts | Mathematics |
| Participation Rate | Yes | Yes | Yes | Yes |
| Percent Proficient | Yes | Yes | Yes | No |
| API School Results | Yes | | Yes | |
| Graduation Rate | N/A | | Yes | |

## Physical Fitness

In the spring of each year, schools in California are required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in five of six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

| Percentage of Students in Healthy Fitness Zone | | | |
|---|---|---|---|
| 2010-11 | | | |
| Grade Level | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 54.2% | 25.6% | 14.3% |

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

## Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

| Average Salary Information Teachers - Principal - Superintendent 2009-10 | | |
|---|---|---|
| | District | State |
| Beginning Teachers | $44,376 | $42,017 |
| Mid-Range Teachers | $67,387 | $67,294 |
| Highest Teachers | $83,949 | $86,776 |
| Elementary School Principals | $115,032 | $108,534 |
| Middle School Principals | $118,686 | $112,893 |
| High School Principals | $126,598 | $123,331 |
| Superintendent | $240,000 | $226,417 |
| Salaries as a Percentage of Total Budget | | |
| Teacher Salaries | 42.9% | 39.4% |
| Administrative Salaries | 5.4% | 5.3% |

## School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2009-10 financial statements).

| Average Teacher Salaries | |
|---|---|
| School & District | |
| School | $61,492 |
| District | $65,678 |
| Percentage of Variation | -6.38% |
| School & State | |
| All Unified School Districts | $69,207 |
| Percentage of Variation | -11.15% |

# District Expenditures

In 2009-10, California spent an estimated $8,826^ per student which was below the national average of $11,372.^ The San Ramon Valley Unified District figures (from 2009-10 FY audited financial statements) indicate an average of $7,901 spent to educate each student, based on total expenditures of $220,428,700.

Classroom Education costs accounted for 68% of this money; School Maintenance, Utilities & Operations 10%; Special Education 14%; Auxiliary Services 2%; and District Administration/Business Operations 6%.

Our district of 27,899* students spends less than the state average because we are designated a "low wealth" district, as defined by the state's complex funding formula for schools.

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

^ California Budget Projection
* 2009-10 CBEDS

| Expenditures per Pupil | |
|---|---:|
| **School** | |
| Total Expenditures Per Pupil | $5,102 |
| From Restricted Sources | $151 |
| From Unrestricted Sources | $4,950 |
| **District** | |
| From Unrestricted Sources | $1,065 |
| Percentage of Variation between School & District | 364.83% |
| **State** | |
| From Unrestricted Sources | $5,455 |
| Percentage of Variation between School & State | -9.25% |

# District Revenue Sources

In addition to general state funding, elementary schools in the San Ramon Valley Unified School District received state and federal funding for the following categorical and other support programs in 2009-10:

Gifted and Talented Education (GATE), RS 0207
Instructional Materials Realignment, RS 0208
Teacher Credentialing Block Grant (BTSA), RS 0212
Professional Development Block Grant, RS 0213
Targeted Instructional Improvement Block Grant (SIP), RS 0214,0216,0217
School and Library Improvement Program Block Grant (SIP) RS 0215
Supplemental Hourly Program, RS 0218
Instructional and Library Materials Grant, RS 0221
Governors Performance Award, RS 0401
API, EA 0402
Title I, RS 3010
State Fiscal Stabilization, RS 3200
Title II Teacher Quality, RS 4035
NCLB:Title III-Immigrant Education, RS 4201
Title III-Limited English, RS 4203
Early Mental Health Initiative, RS 6250
English Language Acquisition, RS 6286
Lottery Instructional Materials, RS 6300
TUPE 4-8, RS 6660
Economic Impact Aid, RS 7091
County Technology Academy Grant, RS 9011
Science Resource Grant, RS 9013
Chevron, RS 9014
S.A.F.E. Art, RS 9017
County Tech Academy Mini Grant, RS 9031
Sunset Development Company, RS 9037
Duffield Family Foundation, RS 9045
Wells Fargo, RS 9048
Internship Mentor Program, RS 9049
EISS Professional Learning, RS 9050
Lawrence Livermore National Lab, RS 9055
Selected grants from the San Ramon Valley Education Foundation
PTA and individual parent donations and contributions to site-based programs

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